WICHITA STATE
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The State of the Alternative Assessment Conversation in Higher Ed

WCET – *A Closer Look at … Alternative Assessments*

https://wcetmix.wiche.edu/member-only/closer-look-alt-assessment

Sign up here: https://wcet.wiche.edu/contact/subscribe (WSU is already a member, so you don't need to pay any dues)

What are alternative assessments?

- Synonyms:
  - Performance tests
  - Authentic assessments
- "**what students can and cannot do**, in contrast to what they do or **do not know**." (BYU)
  - Mastery of learning outcomes
- Students are given the opportunity to do one or more of the following:
  - Demonstrate their ability.
  - Perform a meaningful task.
  - Receive feedback by a qualified person in terms of relevant and defensible criteria. (BYU)

Why alternative assessments?

- Measures individual attainment of objectives
- Ties in application of knowledge
- Reduces motivation to cheat or short cut
- Focuses on outcome, not on grades
- Does not require invasive proctoring methods
- Provides options for diverse methods and thinking to demonstrate learning

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Examples

- Assignments or course cumulative projects with multiple parts that allow for continuous (formative and summative) feedback

- Problem based learning

- Portfolio project

- Video assessment

- Group projects with peer-to-peer assessment

WCET Nuts and Bolts of Alternative Assessment:
https://www.youtube.com/watch?v=JTiZ0iBlBN4

Example from MUSC 335

Program/Liner Notes Assignment

As a performer, you will need to be able to write cohesive and interesting program/liner notes that an audience member or someone listening to a recording can read to enhance their experience.

To complete this assignment, you will need to select about 60 minutes' worth of music for your instrument or voice that you could perform or record. These could be pieces you already have mastered, or aspirational pieces that you someday soon hope to be able to master. Your project needs to include at least 3 works by different composers since 1750.

For each composition, create a set of objectively-described program notes that explain the context of the works, including the composer's birth/death dates, nationality, and the date of the composition. You then should answer the following questions:
1. What do I want the audience to know about this piece? Including why or for whom the work was written.
2. What should they listen for when they hear it? Including some simple theoretical details that a lay audience member could follow
3. What is the most significant feature of this piece?

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Suggestions for starting (BYU)

- Define the instructional outcome you want to assess as clearly and unambiguously as possible.

- Distinguish between those outcomes that can validly be assessed solely by performance assessments and those that can be assessed just as effectively by objective measures.

- Create tasks that elicit evidence of the student's ability to perform the targeted skill.

- Decide what kinds of teacher guidance can be used while still allowing students the freedom to learn and do it their own way.

- Try out the assessment and **make revisions** as necessary.

Super Courses

Ken Bain

"Students need a chance to try, fail, get feedback, and try again without anyone… judging, condemning, ridiculing, or excoriating them."

(P. 84)

KEN BAIN

Super Courses

The Future of Teaching and Learning

Question

Think of a time when you were engaged in your learning. What was the environment like and how did that environment help you succeed?

Question

What barriers do you see that may make deploying alternative assessment in your class difficult?

Question:

In your courses, do you see at least one assessment that you can try to adapt as an alternative assessment?

WSU Specific Support

- Encouraging Honesty:

https://www.wichita.edu/services/mrc/OIR/Integrity/index.php

- Test Integrity Online

https://www.wichita.edu/services/mrc/OIR/TestIntegrity/onlinetestintegrity.php

OIR Instructional Design

LOOKING FOR PROCTORING?

Encouraging Honesty

In order for students to learn, they have to do their own work. Academic integrity in a complex issue, and the Office of Instructional Resources is partnering with offices around campus to help bring you excellent resources to enrich your understanding and your teaching. To see what we have, choose "In This Section" above, and to suggest topics for inclusion here, please contact us at OIR@wichita.edu.

f Join Our Facebook Group »

Screenshot

Further information

"Using Alternative Assessments." BYU Center for Teaching and Learning.

https://ctl.byu.edu/using-alternative-assessments.

"Fearless Teaching Framework: Assessment." UMD Teaching and Learning Transformation Center.

https://tltc.umd.edu/fearless-teaching-framework-assessment

"What My Guitar Taught Me About Improving Education": Steve Joordens at TEDxUTSC –

https://youtu.be/we5G-lpQMBI (Especially from 12:59+)

"Creating and Administering Online or Remote Exams: Considerations and Effective Practices." UC Boulder Center for Teaching and Learning.

https://www.colorado.edu/center/teaching-learning/teaching-resources/assessment/assessing-student-learning/creating-and-administering-online-or-remote

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